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fashion. So necessary is the combination of the scientist and the dilettante in the man or woman who prescribes for one's physical ills that it is safe to assume a vital weakness in your physician if he has not time to think about the whole nature of the human being. As one reads this book one's appreciation of the important part the physician plays in the ethical life of the community is increased. The table of contents is direct and clear. The questions are fundamental in a study of the subject of mental growth and control.

One concludes the reading of the chapter on "The Mind as a Machine" with the same query which suggests itself in regard to chapters on the brain and the nervous system in the small manuals of psychology and of physiology. The query is whether it would not be better to have much less, or possibly nothing, on the anatomy and physiology of the brain and the nervous system if the writer cannot have sufficient space to treat those subjects so that the reader will have more than a sketchy acquaintance with them. The reasoning is not clear by which the author arrives at the statement that while there may be fear and confusion in the mind of a reader upon learning that a certain activity originates in the island of Reil, but if he knows that the island is only a number of intuned convolutions in the fissure of Sylvius the statement will be accepted "with confidence and peace of mind."

Instinct is discussed from the popular, not the scientific, point of view. The great distinction between instincts and impulses is ignored or possibly unknown to the author. There is, at last, a cumulative use of the terms on page 104, where we read about instinctive impulses. There are many instances in which the confusion in thinking is due to the attempt to cover the field of ethics in what might be termed ethical psychology. We have books on educational psychology, and they sometimes undertake to cover all of the questions that arise in education.

The moralizing on the will reaches high-water mark at times. There are many good suggestions that emanate from the practice of the medical doctor, but the definition of the will as "the conscious choosing of an idea or course of action out of a great number of possible ideas or courses" fails to present the idea of a functioning of the mental content based on experience. It is debatable whether "in irritation or fatigue the will slips away from a pliable and intelligent control."

These minor criticisms are induced by the defective psychology, not faulty ethics of the author. The publishers will attain their expressed aim in issuing the series of which this book is the second number if the other volumes are equal to this.

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BOOKS RECEIVED.

The Negro Common School. By the Sixth Atlanta Conference. Edited by W. E. Burchardt DuBois, corresponding secretary of the conference. Size 6×8½. Pp. 120. Price (paper) 25 cents. Atlanta: University Press.

This is a very valuable book to the person interested in educational and social problems in the South. The work of this conference is constructive and merits hearty support; the investigation into the actual conditions in the negro schools has been carried on in a thorough and systematic manner and the revelations in this report

justify the appeal of 'Mr. DuBois and his colleagues for immediate material assistance in their great work. The motto of the conference has been lived up to — "We study the problem that others discuss."

A University Text-Book of Botany. By Douglas Houghton Campbell, Leland Stanford Junior University. Size 6×9. Pp. 579. Price \$4.00. New York: The Macmillan Company.

We hope to publish a comprehensive review of this great work in our next issue.

A Laboratory Manual of Botany. By Otis W. Caldwell, Eastern Illinois State Normal School. Size 5×7½. Pp. 107. New York: D. Appleton & Company.

This book is not intended to displace any "Botany," but supplements the work on the laboratory side by giving certain definite suggestions that will aid the pupil in his work and encourage him without discovering everything for him. It is based on sound educational principles and ought to attain the desired object which the author describes as, "to make the study of botany full of meaning, of pleasure and of profit to the young people who are to study the subject; to lead them to observe constantly and accurately; to form well founded judgments from their observations; to inspire them with an intelligent and abiding love for nature; and to have them see and appreciate the ways in which the lives of plants are allied to their own lives."

Nature Study and Life. By Clifton F. Hodge, Clark University. Size 5×7. Pp. 514. Mailing price \$1.65. Boston: Ginn & Company.

The publishers do not overstate the merits of this book when they say that it is "one of the most notable nature study books now published." The emphasis is upon *nature*, not upon *study*, and life is never sacrificed to some fancied correlation or some narrow scientific application. The illustrations are singularly felicitous in that they show us not only nature, but human nature in the persons of interested girls and boys. This is a book for the home as well as for the school. It is scientific in its knowledge, simple in its phraseology, and fascinating in its style.

Grammar School Geography. By Alexis Everett Frye. Size 10×12. Pp. 195. Price \$1.45. Boston: Ginn & Company.

This is a new edition of the geographies that improve with each new edition. In no subject in our curriculum has more marked improvement been shown in the material equipment than in this. The illustrations and maps are exceptionally good.

Education and the Larger Life. By C. H. Henderson. Size 5×8. Pp. 386. Price \$1.30. Boston and New York: Houghton, Mifflin & Company.

Mr. Henderson became well known to the educational public a few years ago by the interesting series of articles on manual training that appeared in the *Popular Science Monthly*. He is an idealist and an optimist and in this book has gathered some ten essays upon different phases of education.

Mr. Henderson always writes in an interesting style and one rises from the perusal of this book with the feeling that "every *prospect* pleases." It is inspirational, suggestive and hopeful.

Petronius Cena Trimalchionis. Edited with introduction and commentary by William E. Waters, Professor in New York University. Size 5×7. Pp. 143. Boston: Benj. H. Sanborn & Co.

New Century Readers, Nature, Myth and Story, third year, by John G. Thompson, and Thomas E. Thompson. Size $5\frac{1}{2} \times 7\frac{1}{2}$. Pp. 205. Price 39 cents. New York: The Morse Company.

This is an attractive reader of good selections and well illustrated.

Waverley or 'Tis Sixty Years Since. By Sir Walter Scott. Edited by Archibald L. Bouton, New York University. Size 5×7 . Pp. 223. Price 20 cents. New York: University Publishing Company.

American Literature. By Julian W. Abernethy, Principal Berkeley Institute, Brooklyn. Size $4\frac{1}{2} \times 7$. Pp. 510. Price \$1.10. New York: Maynard, Merrill & Co.

This book is specially rich in references, is well illustrated and is free from the fault of undue emphasis upon details of the lives of the authors treated. The place for a history of American literature in our high schools has yet to be determined and this book may be a means of solving it.

Der Traum, ein Leben. By Franz Grillparzer. Edited by Edward Stockton Meyer, Western Reserve University. Size 5×7 . Pp. 128. Price 60 cents. Boston: D. C. Heath & Co.

Le Morceau de Pain et Autres Contes. By Francois Coppée. Edited by G. Castegnier. Size 5×6 . Pp. 95. Price (paper) 25 cents. New York: William R. Jenkins, 851 6th Avenue.

Scientific Sloyd. By Anna Molander. Size $5 \times 6\frac{1}{2}$. Pp. 63. Price 50 cents. Syracuse, N. Y.: C. W. Bardeen.

This is an interesting little monograph in which are given the details of an original system founded on geometrical principles. In the first part the author enunciates the general principles, and in the second the application to the various grades of our elementary schools.

The Sermon on the Mount—Its Literary Structure and Didactic Purpose. By Benjamin W. Bacon, Yale University. Size $4\frac{1}{2} \times 6\frac{1}{2}$. Pp. 262. Price \$1.00. New York: The Macmillan Company.